

การพัฒนาวิชาอาเซียนศึกษาในหลักสูตรสถานศึกษา กลุ่มสาระการเรียนรู้ภาษาต่างประเทศ (ภาษาอังกฤษ) สำหรับนักเรียนระดับชั้นมัธยมศึกษาตอนปลาย ในโรงเรียนมาตรฐานสากล

Development of the ASEAN Studies Course in the Foreign Language (English)
Learning Area of School-Based Curriculum for Upper Secondary Students
in World Class Standard Schools

จตุรรัตน์ กระโทกนอก¹, ประพนธ์ เจียรกุล²,
ศิตา เขี่ยมขันติถาวร³ และพูลทรัพย์ นาคณา⁴
Jutarat Kratoknok¹, Praphon Jearakul²,
Sita Yiemkuntitavorn³ and Poonsap Naknaka⁴

รับบทความ 19 มีนาคม 2562 แก้ไข 16 พฤษภาคม 2562

ตอบรับ 22 พฤษภาคม 2562

Received 19 March 2019 Revised 16 May 2019

Accepted 22 May 2019

บทคัดย่อ

โรงเรียนในโครงการโรงเรียนมาตรฐานสากลทุกแห่งจะต้องมีหลักสูตรสถานศึกษา ซึ่งควรสอดแทรกเนื้อหาของหลักสูตรอาเซียนเพื่อเป็นการเตรียมความพร้อมให้กับนักเรียนในการอยู่ในประชาคมอาเซียน การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อ (1) พัฒนารายวิชาอาเซียนศึกษาในกลุ่มสาระการเรียนรู้ภาษาต่างประเทศ (อังกฤษ) สำหรับนักเรียนระดับมัธยมศึกษาตอนปลายในโรงเรียนมาตรฐานสากล และ (2) เพื่อทดสอบประสิทธิภาพของการใช้รายวิชาอาเซียนศึกษาที่พัฒนาขึ้น กลุ่มตัวอย่างประกอบด้วยนักเรียนชั้นมัธยมศึกษาตอนปลายโรงเรียนสุนทรวิจิตรวิทยา จังหวัดนครราชสีมา จำนวน 2 ห้องเรียน ซึ่งได้มาจากการสุ่มตัวอย่างแบบหลายขั้นตอน ขั้นตอนการวิจัย แบ่งออกเป็น 4 ขั้นตอน คือ (1) การศึกษาความเป็นในการพัฒนารายวิชาจากเอกสารและการศึกษาภาคสนาม (2) การพัฒนารายวิชาและสื่อการเรียน (3) การทดลองใช้กับนักเรียนในโรงเรียนมาตรฐานสากล และ (4) การปรับปรุงรายวิชาตามผลการทดลองใช้และตามข้อเสนอแนะ เครื่องมือที่ใช้ในการวิจัย คือ (1) รายวิชาอาเซียนศึกษาที่ได้รับการพัฒนา (2) คู่มือครูสำหรับรายวิชา (3) สื่อการเรียนสำหรับรายวิชา (4) แบบทดสอบความรู้เกี่ยวกับประชาคมอาเซียน และ (5) แบบสอบถามเจตคติ

¹ Sukhothai Thammathirat Open University, Nonthaburi, Thailand

² Assoc. Prof. Dr.; Sukhothai Thammathirat Open University, Nonthaburi, Thailand

³ Assoc. Prof. Dr.; Sukhothai Thammathirat Open University, Nonthaburi, Thailand

⁴ Asst. Prof. Dr.; Panyapiwat Institute of Management

*Corresponding author, e-mail: tom_jut@hotmail.com

ต่อการศึกษารายวิชาอาเซียนศึกษาและต่อประเทศสมาชิกอาเซียน สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และการทดสอบค่าที ผลการวิจัยพบว่า รายวิชาอาเซียนศึกษาที่พัฒนาขึ้นเป็นรายวิชาเพิ่มเติม สำหรับนักเรียนระดับมัธยมศึกษาตอนปลาย ในโรงเรียนมาตรฐานสากล สามารถสอนในระดับชั้นมัธยมศึกษาปีที่ 5 เพราะเป็นระดับชั้นที่เหมาะสมที่จะเตรียมตัวในด้านภาษาและเนื้อหา ไม่ว่าจะในภาคเรียนแรกหรือภาคเรียนที่ 2 สื่อการอ่านที่พัฒนาขึ้นสำหรับหลักสูตรประกอบด้วย 12 บท ประกอบด้วย ข้อมูลของประเทศสมาชิกอาเซียนแต่ละประเทศ นำเสนอแยกเป็น 10 บทเรียน บทเรียนแรกเป็นบทนำของประชาคมอาเซียน และบทเรียนสุดท้ายเป็นบทสรุป ผลการทดสอบ รายวิชาพบว่า (1) ผลสัมฤทธิ์ทางการเรียนหลังเรียนของนักเรียนสูงกว่าผลสัมฤทธิ์ทางการเรียนก่อนเรียน และ (2) ทักษะคตินักเรียนที่มีต่อรายวิชา ต่อประชาคมอาเซียน อยู่ในระดับมาก และต่อประเทศสมาชิกอาเซียน อยู่ในระดับปานกลาง

คำสำคัญ: รายวิชาอาเซียนศึกษา โรงเรียนมาตรฐานสากล ประเทศสมาชิกอาเซียน

ABSTRACT

All schools in the World Class Standard School Project must implement their school-based curriculum including the ASEAN curriculum in order to prepare the students to be in ASEAN Community. This research is conducted with the following objectives: (1) to develop the ASEAN Studies Course in the Foreign Language (English) Learning Area of school-based curriculum for upper secondary students in World Class Standard schools; and (2) to test the effectiveness of the developed ASEAN Studies Course. The research sample consisted of 2 classes of upper secondary students in Sura Nari Witthaya School in Nakhon Ratchasima province, obtained by multi-stage sampling. The research process comprises 4 stages: (1) Conducting a needs assessment study with documentary study and field study, (2) Developing the Course and reading materials, (3) Examining World Class Standard School's students, and (4) Improving the course based on try-out results and recommendations. The research instruments were (1) The developed ASEAN Studies Course; (2) A manual for conducting the course; (3) Reading materials for the Course; (4) An achievement test of knowledge on ASEAN community; and (5) A questionnaire on attitudes toward studying the ASEAN Studies Course, ASEAN Community, and ASEAN member countries. Statistics for data analysis were the frequency, percentage, mean, standard deviation, and t-test. Research findings were as follows: the developed ASEAN Studies Course was a supplementary course for upper secondary students in World Class Standard schools. It could be offered at Mathayom Suksa V because it was the level that was ready to prepare in language and contents either in the first semester or the second semester, the developed reading materials for the course comprised 12 chapters, ten of which were on individual ASEAN member countries the first chapter was the introduction of ASEAN community, and the last chapter was the conclusion. The try-out results of the course showed that (1) the post-learning achievement of the students was significantly higher than their pre-learning counterpart achievement; and (2) the students' attitudes toward the Course, toward ASEAN community, and toward ASEAN member countries were at the moderately level.

Keywords: ASEAN studies course, World Class standard schools, ASEAN member country

Introduction

Based on the reasons: 1) the establishment of World Class Standard School Project by the Office of the Basic Education Commission of Thailand to upgrade the schools' quality including their students' achievement to be equal to World Class Standard (Ministry of Education, 2010; Upper Secondary Education Bureau, Office of the Basic Education Commission Ministry of Education, 2012, p.3), the importance of English language, and the cooperation with world community in culture, especially ASEAN community, for exchanging and understanding in learning history, cultures, and information (Office of Prime Minister, 2011, p.1), the researcher perceives the need for development of the ASEAN Studies Course to be offered at the upper secondary level that students should be ready to fully participate in the ASEAN Community, to prepare their English language skills and knowledge on ASEAN Community and ASEAN member countries so that they can effectively compete in the ASEAN labor market or further study in higher education institutions in ASEAN member countries.

Based on the above discussion, the upper secondary level of schools in Thailand and the schools should be ready to offer such a course are the World

Class Standard Schools. Therefore, the researcher decided to develop the ASEAN Studies Course and study try-out results of the course with World Class Standard school students in this research.

Research Objectives

1. To develop the ASEAN Studies Course in the Foreign Language (English) Learning Area of school-based curriculum for Upper Secondary students in World Class Standard schools.
2. To test the effectiveness of the developed ASEAN Studies Course on upper secondary students in World Class Standard schools in terms of: 1) the students' knowledge on ASEAN Community, ASEAN member countries, and their English language skills; and 2) their attitudes toward the course, ASEAN Community, and ASEAN member countries.

Theory Framework

According to the objectives of this research, the researcher studied the needs assessment as a source, then developed the ASEAN Studies Course and studied the try-out effects of the developed ASEAN Studies Course on upper secondary students in World Class Standard schools. The theoretical framework was developed as shown in Figure 1.

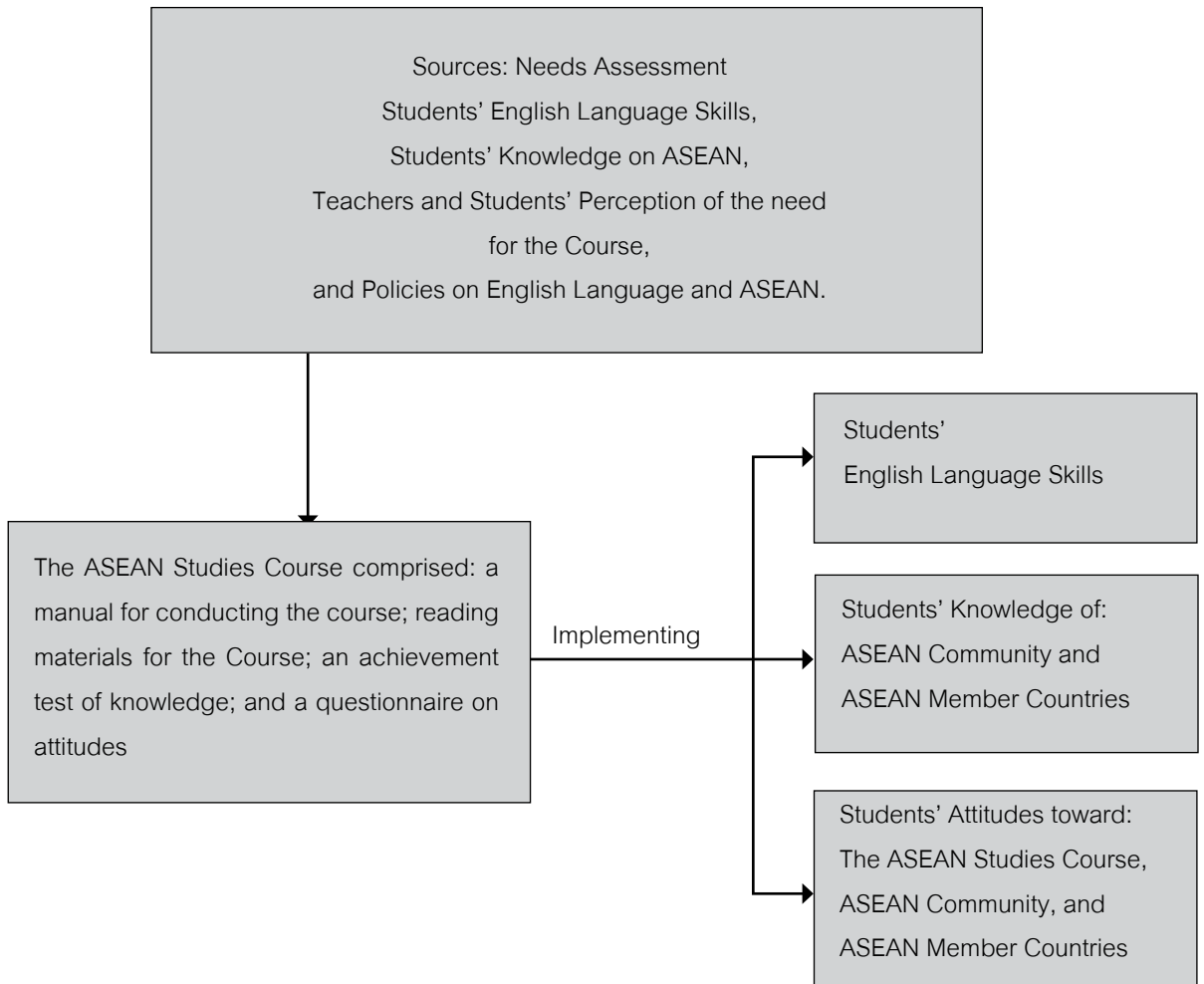


Figure 1 The Theoretical Framework of the Study

Research Process

This research was a research and development study. Its four stages were as follow:

Stage 1: Conducting a Needs Assessment from:
1) the documentary study of policies on English language and ASEAN. The data were analyzed by content analysis; 2) the field study of 3 groups of samples: English teachers, Social Studies teachers and upper secondary students of World Class Standard schools were conducted to obtain information on their perceptions of the needs for

the Course by a questionnaire conducted by the researcher. The data were analyzed using calculation of the mean and standard deviation, then compare the means with the criteria of the 5-rating scale; and 3) the sample of 100 upper secondary students from World Class Standard schools were tested by an achievement test of knowledge on ASEAN community and member countries (written in English language by the researcher). Data were analyzed with calculation of the mean and standard deviation and

then compare the means with the criterion of the passing score of 60 percent and above.

Stage 2: Development of the Course and Reading Materials: 1) Development of the Course (Course Description, Teacher's Manual, Reading Materials for the Course (Textbook, Workbook, and CDs), and Measurement and Evaluation Tools (an achievement test of knowledge on ASEAN Community and ASEAN member countries (written in English language) for upper secondary students); questionnaire (to assess students' attitudes toward learning in the Course (the usefulness of the Course and its components), English language, ASEAN Community, and ASEAN member countries); and 2) Submitting the developed Course and Course materials for quality verification by 9 experts.

Stage 3: Try-out with Students of World Class Standard School by using the developed Course and Course materials with 2 classes of Sura Nari Witthaya School in 1 semester (54 students). The teacher was the researcher. Try-out data on knowledge of ASEAN Community and ASEAN member countries were analyzed using the mean, standard deviation, and both independent and dependent t-test. Data on 5-rating scale questionnaire to assess students' attitude toward learning in the course, ASEAN Community, and ASEAN member countries were analyzed with calculation of the mean and standard deviation and then compare the means with the criteria of 5-rating scale. Data on 3-rating scale questionnaire to assess students' attitude toward components of the ASEAN Studies Course, which was comprised lessons, contents and activities, were analyzed with calculation of the mean and standard deviation and then compare the means with the

criteria of 3-rating scale. Data on students' and teacher's comments and feedback information were analyzed with content analysis.

Stage 4: Improvement of the Course: based on Try-out results and students' and teacher's feedback information

Research Results

1. Results of the Needs Assessment from the documentary study of policies, the opinions of teachers and students from the questionnaire, and the students' score of the achievement test: there was the needs to develop the ASEAN Studies Course and that it should be developed and offered in English language because: 1) English is necessary for communication among ASEAN member countries as it is the working language (ASEAN Secretariat, 2009a, 2009b, 2009c), 2) the Eleventh National Economic and Social Development Plan (2012 - 2016) of Thailand specifies the cooperation with world community in cultures, especially ASEAN community, for exchanging and understanding in learning history, cultures, and information (Office of Prime Minister, 2011); 3) teachers and students in World Class Standard schools agreed that the ASEAN Studies Course was necessary; and 4) upper secondary students of World Class Standard Schools that had low mean score on each topic of the Course comprised ASEAN Community, Salam Datung Brunei Darussalam, Johm-Riab Sua Cambodia, Selamat Datang Republic of Indonesia, Sa-Bai Dee Lao People's Democratic Republic, Salam Datung Malaysia, Mingalar Ba Myanmar, Kumusta Po Philippines, Nĩ Hảo Singapore, Sawaddee Thailand, Chào Vietnam, and Conclusion.

2. Results of the ASEAN Studies Course Development: developed from the documentary study of policies, the field study, and the students' score of the achievement test of the Course, questionnaire, and submitted the developed Course and Course materials for quality verification by 9 experts.

2.1 Results of the Course Development: the Course was developed as a supplementary course to be offered for Mathayom Suksa V (Grade 11) level in either the first or second semester and the developed Course comprises the Course description, the teacher's manual, and reading materials for the Course.

2.2 Results of Course Reading Materials Development: written in English, were composed of 12 chapters: The Introduction, 10 Chapters were on individual ASEAN member countries, and The Conclusion. Each chapter contains reading materials, focus on language teaching, exercises, and end-of-chapter activities. Method of teaching was 5-step learning process (QSCCS: Questioning, Searching, Constructing, Communicating, and Serving)

2.3 Results of Course and Reading Materials: comprises directions for conducting the Course, lesson plans, the pre-test and post-test of each chapter, and keys for the pre-tests and post-tests.

3. Try-out Results of the Developed Course.

3.1 Try-Out Results on Learning Achievement: the students of the 2 experimental groups improved their knowledge on ASEAN Community and ASEAN Member Countries. The t-values of both groups was 8.47 which was significant at the .05 level. As for students' English language skills, the students improved their proficiency on English skills in every chapter. The t-value was 17.04 which was significant at the .05 level.

3.2 Try-Out Results on Students' Attitude toward ASEAN Studies Course, ASEAN Community, and ASEAN Member Countries:

1) The students had highly positive attitudes a) toward the usefulness of the Course ($\bar{X} = 4.19$ out of 5 points, S.D. = 0.76); b) toward components of the ASEAN Studies Course ($\bar{X} = 2.76$ out of 3 points, S.D. = 0.63); c) toward the ASEAN Community ($\bar{X} = 3.73$ out of 5 points, S.D. = 1.02).

2) The students had moderately positive students' attitudes toward individual ASEAN member countries: ($\bar{X} = 3.29$ points out of 5 points, S.D. = 0.31)

3) From asking the students to rank each country based on their favor. The 4 ASEAN member countries were received the highest ranking, with Singapore receiving the highest percentage (88.89 percent). The reasons are: 1) Singapore is a small country but it is as developed as big countries and Singaporeans' behavior is well-discipline. Those made its place clean; 2) Lao PDR is similar to Thailand in cultures and traditions. Laos and Thai have been friends for a long time and Laos are so kind to Thai; 3) Vietnam has beautiful natural environment and Vietnamese have simple ways of life; and 4) the Philippines have beautiful places and some Filipinos works in Thailand as English teachers.

4. Results of Stage 4: Improvement of the ASEAN Studies Course Based on Feedback from the Students and Teacher was made to simplify its contents, increase learning activities, and increase the time for studying in the Course. However, some contents maybe assigned as their additional tasks or homework.

Discussion

From the above research findings, the following points of discussion are presented:

1. There is a needs for development of a Course of ASEAN Studies for World Class Standard Schools, this is probably because: a) the importance of English itself (Ministry of Education, 2008, p.190; Bureau of International Cooperation, Ministry of Education, 2011, p.17; ASEAN Secretariat, 2009a, p.3; b) the needs of develop academic achievement in English (Office of the National Economic and Social Development Board, 2006, 2011; Ministry of Education, 2008, p.190; Office of the Education Council, 2009, p.5, 13, 15, 40; Bureau of International Cooperation, 2011a, p.1, p.14, 2011b, p.1, 13, 17; Upper Secondary Education Bureau, 2010, p.3 pm, 2018, p.7; Richards and Rodgers, 2001, p.204; Richard, 2006 cited in English Language Institute, 2015, p.41; ASEAN Secretariat 2009a, p.3; Eyjólfsdóttir, 2011, p.7, Porraneer Deerajiset, 2014); c) the needs of promote knowledge of ASEAN to the students (Office of the National Economic and Social Development Board, 2006, 2011, 2016, Bureau of International Cooperation, 2011a, p.1, 14, 2011b, p.1, 13); d) the needs of teachers and students' awareness of the importance of ASEAN education; and e) the needs of students' knowledge of ASEAN Studies.

2. The developed Course can be offered as a supplementary Course for upper secondary students, preferably at Mathayom Suksa 5 (Grade 11), this is probably because they are ready to prepare for higher education and future careers.

3. The result of the Course development consists of the 5 elements: a) Name and its Properties; b) Teacher's Handbook; c) Textbook and Workbook; d) Other teaching materials: CDs, and e) Unit Tests,

this is probably because the Core Curriculum of Basic Education in 2008 has clearly defined the structure and the elements of the curriculum.

4. Try-out results show that: a) students' knowledge of ASEAN Community and ASEAN member countries had increased because the Course has been carefully developed to include all necessary knowledge on ASEAN Community and ASEAN member country. Therefore, the Course is useful and should be offered to upper secondary students in World Class Standard schools; b) students' attitudes toward ASEAN Studies Course, ASEAN Community, and ASEAN member countries were preferable. This is probably because the Course has been carefully developed to enhance the students to realize the good points on ASEAN Community and ASEAN member countries. Therefore, the Course is useful for promotion of good attitude toward ASEAN Community and ASEAN member countries; c) Students' proficiency of English language skills had increased after studying in the Course. This is probably because the Course was conducted using English as the medium of instruction. The reading materials were carefully prepared using appropriate English language; the exercises, activities, and tests were written in English. Therefore, the Course is a useful course for development of English language skill proficiency of the students.

Recommendations

1. The developed Course should be offered in the other World Class Standard Schools or other schools at the upper secondary level.

2. For further study, other researchers can do the research in other World Class Standard Schools or other schools in order to compare the results.

References

- ASEAN Secretariat. (2009a). *ASEAN socio-cultural community blueprint*. Jakarta: ASEAN Secretariat.
- _____. (2009b). *ASEAN Socio-Cultural Community Blueprint*. Jakarta: ASEAN Secretariat.
- _____. (2009c). *Roadmap or an ASEAN Community 2009-2015*. Jakarta: ASEAN Secretariat.
- Bureau of International Cooperation, Ministry of Education, Thailand. (2011a). *I and you, "We are ASEAN"*. (2nd ed.). Bangkok: Amarin Printing and Publishing.
- _____. (2011b). *Education: Creating an ASEAN Community 2015 The Role of Education in an ASEAN Community 2015*. Bangkok: Ministry of Education.
- English Language Institute, Ministry of Education. (2010). *The way to teach English in Mathayom Suksa in the Basic Education Curriculum 2001*, Thailand.
- _____. (2015). *New English language instruction guide According to the European Union's Language Ability Framework (CEFR) for secondary education*. (Online) Retrieved February 6, 2015 from <http://english.obec.go.th/english/2013/index.php/th/component/attachments/download/93>
- Eyjólfsdóttir, Tinna. (2011). *Content-Based Instruction: A Closer look at CBI in Iceland*. (Online) Retrieved July 31, 2014, from <https://skemman.is/bitstream/1946/9704/3/Lokaritger%C3%B0%20pdf.pdf>
- Ministry of Education. (2008). *The Basic Education Core Curriculum B.E. 2551*. Bangkok: The Agricultural Co-Operative Federation of Thailand.
- _____. (2010). *The handout of curriculum and teaching development*, Thailand.
- Office of the Education Council. (2009). *Educational reformation in the second decade (2009 - 2018), Thailand* (2nd ed.). Bangkok: Office of the Education Council.
- Office of Higher Education Administration, Office of the Basic Education Commission Ministry of Education. (2012). *Guidelines for teaching and learning in World Class Standard schools. Revised edition*. Bangkok: Publishing House of Agriculture Cooperative Federation of Thailand Limited.
- Office of the National Economic and Social Development Board. (2006). *The Eleventh National Economic and Social Development Plan*.
- _____. (2011). *The Twelfth National Economic and Social Development Plan*.
- _____. (2016). *The Thirteenth National Economic and Social Development Plan*.
- Office of Prime Minister. (2011). *Government gazette: the eleventh national economic and social development plan (2012 - 2016)*, Thailand.
- Porranee Deerajviset. (2014). The ASEAN Community 2015 and English Language Teaching in Thailand. *Journal of the Humanities and Social Sciences*, 10(2), pp. 39-75.
- Richards, Jack C. and Theodore S. Rodgers. (2001). *Approaches and Methods in Language Teaching*. (2nd ed.). Cambridge: Cambridge University.

Upper Secondary Education Bureau, Office of the
Basic Education Commission Ministry of
Education. (2010). *Curriculum Development
and Teaching Manual*. Bangkok: The
Agricultural Co-Operative Federation of
Thailand.

_____. (2012). *Guidelines for teaching and
learning in international standard schools
Revised edition*. Bangkok: The Agricultural
Co-Operative Federation of Thailand.

_____. (2018). *Target and indicators for learners
International Standard School, revised 2018*.
(Online) Retrieved April 1, 2018, from [https://
secondary.obec.go.th/newweb/2018/03/30/
Documents for the training of key speakers in
World-Class Standard schools/](https://secondary.obec.go.th/newweb/2018/03/30/Documents%20for%20the%20training%20of%20key%20speakers%20in%20World-Class%20Standard%20schools/)